



Learning Outcomes

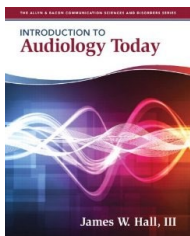
Students will demonstrate knowledge of basic audiological practices, audiometric interpretation, auditory pathologies and associated audiological findings, and management of hearing disorders.

After successfully completing this course you will be able to:

- Describe the basic principles and procedures for behavioral and physiological tests of hearing in infants, children, and adults, including adaptations for non-English speakers;
- Interpret behavioral and physiological test results and communicate findings to patients from diverse cultural and linguistic backgrounds;
- Describe principles related to and devices used for the rehabilitation/management of hearing disorders, with consideration for individual cultural beliefs;
- Describe the principles of ethical practice and the current scope of practice in the profession of audiology.

Required Resources

Course website: www.elms.umd.edu



Introduction to Audiology Today
James W. Hall, III
First edition (2015).
ISBN-13 978-0205569236

Dr. Samira Anderson

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Class Meets

Tuesdays and Thursdays

3:30 – 4:45 pm

HJP #0226

Zoom Office Hours

Tues 2-3 pm

Wed 10-11 am

Fri 1-2 pm

and by appointment

<https://umd.zoom.us/j/2849905534>

(pw=brainvault)

Teaching Assistants

Taylor Trent

ttrent@umd.edu

Zoom Office Hours

Mon 12-1 pm

<https://umd.zoom.us/j/5083410079>

Ally Swords

aswords1@umd.edu

Zoom Office Hours

Thurs 11-12 pm

<https://umd.zoom.us/j/5509670996>

Prerequisites

HESP 311

Course Communication

I will send time-sensitive information to students via ELMS announcement. Please contact me via ELMS inbox to discuss questions, absences, or accommodations. Please refer to the following link for guidance on writing professional emails (ter.ps/email).

Campus Policies

It is our shared responsibility to know and abide by the University of Maryland's policies that relate to all courses, which include topics like:

- Academic integrity
- Student and instructor conduct
- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit www.ugst.umd.edu/courserelatedpolicies.html for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Activities, Learning Assessments, & Expectations for Students

- You are expected to read assigned readings and to view the assigned lectures on the week they are assigned. This preparation is necessary to complete in-class work.
 - Class time will consist of a mix of lectures and on-line group activities. I do not grade based on attendance. However, your performance on the assignments will be affected if you do not have the opportunity to ask questions or consult with others. *In addition, you will be responsible for writing about one key point or one concept that you thought was confusing about each class. This assignment (Learning Check) is worth two points, and you need to submit it within 48 hrs of each class.*
 - All in-class worksheets must be turned in no later than the beginning of the next class.
 - You will have one week to complete your on-line quizzes.
1. On-line Quizzes: Each student will be required to complete 8 quizzes on the course ELMS site that cover lecture content and readings from the textbook, articles, and videos. These quizzes are "open-book" in that students have access to the text while taking the quiz. The quizzes are timed – but you will have 4 hours to complete it. Once you've started the quiz, you must finish it – you can't go back to it later. The quizzes can be used as a study guide for the two exams as many multiple-choice questions are taken from the on-line quizzes and Kahoots.

Date Assigned	Topic	Date Due
September 8	Audiology profession, hearing assessment, pure-tone audiometry	September 15
September 15	Pure-tone and speech audiometry, interpretation	September 22
September 22	Speech audiometry and masking	September 29
September 29	Immittance audiometry	October 6
October 15	Electrophysiology and pediatric audiology	October 22
October 27	OAEs and differential diagnosis	November 3
November 3	Vestibular, APD, non-organic	November 10
November 19	Amplification and ALDs	December 1

2. Learning checks: After each class, you will submit a learning check – one key point that you learned or found interesting, or one concept that you found confusing. These learning checks can be submitted on one of the provided 3 x 5 cards when in class or posted to the learning check assignment online. To get the 2 points, be sure to submit your learning checks prior to the next class, when I will address all questions.

3. In-class worksheets: Students will complete in-class worksheets as members of a team. Each teach member should come prepared to fully participate by completing assigned readings and watching the assigned videos prior to class. The worksheets are due no later than the beginning of the following class.

Date Assigned	Topic	Preparation	Date Due
September 10	Audiograms, audiometry and otoscopic examination practice, cultural considerations in case history taking	Video: Audiometry Article: “Anthropology in the Clinic”	September 15
September 17	Pure-tone and speech audiometry, interpretation	Video: Audiometric interpretation Article: “Providing Audiologic Services to Spanish Speakers”	September 22
September 24	Masking	Video: Masking	September 29
September 29	Immittance audiometry	Video: Tympanometry	October 1
October 8	Acoustic reflexes	Video: Acoustic reflexes	October 10
October 20	Electrophysiology	Video: ASSR	October 22
October 27	Differential diagnosis	Video: Differential diagnosis Article: “Racial/Ethnic and Socioeconomic Disparities in Hearing Health Care Among Older Americans”	October 29
October 29	Vestibular assessment	Video: Vestibular	November 3
November 10	Special populations, noise-induced hearing loss, tinnitus	Video: Hearing conservation	November 12
November 24	Amplification and ALDs	Video: ALDs Article: “Time from Hearing Aid Candidacy to Hearing Aid Adoption”	December 1
December 3	Hearing aids and CIs	Video: Cochlear implants Article: “Dual Language versus English Only Support...”	December 8

4. Article discussion posts: You will participate in online discussions of two articles focused on cultural and linguistic diversity. Refer to the rubric on ELMS.

Due dates	Article
September 29	“Providing Audiologic Services to Spanish Speakers”
November 10	“Racial/Ethnic and Socioeconomic Disparities in Hearing Health Care Among Older Americans”

Course-Specific Policies

I expect you to make the responsible and respectful decision to refrain from using your cellphone in class. If you have critical communication to attend to, please excuse yourself and return when you are ready. For more information about the science behind the policy watch: <http://youtu.be/WwPaw3Fx5Hk>

Get Some Help!

You are expected to take personal responsibility for your own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <http://ter.ps/learn> and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting <http://ter.ps/writing> and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit <http://www.counseling.umd.edu>.



Everything is free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Inclusive Learning Environment and Hate-Bias Reporting

The Department of Hearing and Speech Sciences has as one of its primary goals to foster a culture of inclusion that values diversity and seeks to support individuals from all cultures, backgrounds, ethnicities, abilities and sexual orientations. To that end, Students will be invited to share their thoughts in class and a diversity of opinions is welcome. Respectful communication is expected, even when expressing differing perspectives. Supporting one's statements with research findings is encouraged. In accordance with free speech statutes, speech that contains threats of violence is prohibited.

We believe that actively fostering an affirming environment strengthens our department as a whole. A department that values and celebrates diversity among its students, staff, and faculty is best able to develop the strengths and talents of all members of the department community.

Grades

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal.

All assessment scores will be posted on the course ELMS page. If you would like to review any of your grades (including the exams), or have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will be accepted for half points so please plan to have it submitted well before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake, I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.




Learning Assessments	#	Points Each	Category Total	Category Weight
In-class worksheets	11	25	275	29%
On-line quizzes	8	30	240	26%
Article discussion posts	2	10	20	2%
Learning check	25	2	50	5%
Exams	2	100	200	22%
Final	1	150	150	16%
Total Points:			935	

Final Grade Cutoffs					
+	97.00%	+	87.00%	+	77.00%
		+	67.00%		
A	93.00%	B	83.00%	C	73.00%
		D	63.00%	F	<60.0%
-	90.00%	-	80.00%	-	70.00%
		-	60.00%		

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut (89.99 \neq 90.00). It would be unethical to make exceptions for some and not others.

Course Schedule (all assigned chapters from Hall textbook)  = Classroom

Basic audiometric assessment		
Date	Topic	Readings/Videos
September 1	Course Introduction, Audiology as a Profession	Scope of Practice documents, Chapter 1
September 3	Introduction to Basic Hearing Assessment Battery	Chapter 2
September 8	Preparing for Hearing Assessment Case History – Cultural Considerations Video-otoscopy demonstration	Chapter 4 Article: “Anthropology in the Clinic”
September 10	Behavioral Testing – pure-tone audiometry	Chapter 5 Video: Audiometry
September 15 	Behavioral Testing – speech audiometry Native language considerations Video-otoscopy demonstration	Chapter 6 Article: “Providing Audiologic Services to Spanish Speakers”
September 17	Audiometric Interpretation	Video: Audiometric Interpretation
September 22 	Masking I	Chapter 7
September 24	Masking II	Video: Masking
September 29	Immittance audiometry – Tympanometry	Chapter 8, 212-227 Video: Tympanometry
October 1 	Tympanometry demonstration Review of quizzes, in-class assignments, and upcoming exam	
Special audiology applications		
October 6	Exam I (online)	
October 8	Immittance audiometry – Acoustic reflexes	Video: Acoustic Reflexes
October 13	Pediatric assessment	Chapter 8, 228-234
October 15 	Electrophysiology/demonstration	Chapter 9, 272-283
October 20	Electrophysiology case studies	Video: ASSR
October 22 	OAEs/demonstration, Hearing Screenings	Chapter 8, 235-246 Chapter 10, 288-295
October 27	Differential Diagnosis	Chapter 10, 296-208 Video: Differential diagnosis Article: “Racial/Ethnic and Socioeconomic Disparities in Hearing Health Care Among Older Americans”
October 29	Vestibular Assessment and Management	Chapter 10, 309-210 Video: Vestibular
November 3 	Exaggerated/False Hearing Loss & Appropriate Tests/Special Populations/Auditory Processing Disorders	Chapter 9, 253-271 Chapter 12, 376-378 Chapter 15, 448-455

November 5 	Tinnitus	Chapters 11, 347-350
November 10	Noise induced hearing loss	Chapter 15, 456-469 Video: Hearing conservation
November 12 	Review of quizzes, in-class assignments, and upcoming exam	
November 17	Exam 2 (online)	
Management of hearing loss		
November 19 	Amplification I	Chapter 13, 409-414
November 24	Amplification II and ALDs Cultural considerations	Chapter 13, 414-417 Video: ALDs Article: "Time from Hearing Aid Candidacy to Hearing Aid Adoption"
December 1	Cochlear Implants	Chapter 13, 381-408 Chapter 16, 481-484
December 3	Cochlear Implants Cultural considerations	Video: Cochlear implants Article: "Dual Language versus English Only Support..."
December 8	Counseling and Ethics	Chapter 14
December 10	Review for final	
December 15	Reading Day	
December 17	On-Line FINAL	

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.